World Cultures Lesson Plan Unit 1, 5 class periods – lesson 3

Daniel 6th Grade World Cultures Week of September 6, 2016

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| TEKS objective(s) addressed  Learning Targets   * I can use math skills to interpret social studies information found on maps and graphs. * I can create visual material such as maps, graphs, charts, timelines, and other geographic tools based on research.   Language Objectives   * I will show comprehension of text and graphic sources about maps by drawing conclusions using data sources.   TEKS:  6.3B Pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases.  6.3D Create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries.  6.21C Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.  6.21F Use appropriate mathematical skills to interpret social studies information such as maps and graphs.  6.22A Use social studies terminology correctly.  ELPS:  C.3d Speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency.  C.3e Share information in cooperative learning interactions.  C.4k Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs  CCRS:  3.B1 Apply social studies methodologies to compare societies and cultures.  1.A1 Use the tools and concepts of geography appropriately and accurately.  21st Century Skill: Collaboration |
| Guiding Question:  In what ways do charts/tables and graphs express relationships and patterns in the physical and human geography of a place/region?  Cite specific examples |
| Do Now: Display Shoe Sales Graph and complete Graph Question Cards with answer stems |
| Vocabulary   |  |  | | --- | --- | | graph | bar graph | | line graph | circle graph | | chart | table | |
| LIM Speaking – Bounce Card Conversations  Bounce-Stem-Cards.pdf  Big Idea - As you have demonstrated through your analysis of the graph and responses, graphic representations of data help us to understand human activity, changes and patterns that occur over time, and can even help us develop new ideas.  New Information  Use [SS6\_OtherDataSources\_GeographicToolsAnalysis\_Unit\_1.docx](https://files.itslearning.com/data/2517/284/SS6/Unit%201/U1%20Interpreting%20Other%20Sources/SS6_OtherDataSources_GeographicToolsAnalysis_Unit_1.docx)  Read aloud first paragraph of section A and model annotating text. Then move on to the chart and then the paragraph following the chart. Have two students read and answer the questions then have students work in pairs to complete sections B-D. |
| Assessment: Create & Give a Survey & Create Bar Graph  Use SS\_OtherDataSources\_ChartGraph\_Unit\_1.docx    Individually, students create a chart and graph highlighting some of their classmates’ most favorite things. Make sure that you read the directions for this activity before moving on. You may use your completed Geographic Tools Analysis—especially Document B—as an example. |
| Closure:  Tweet out big idea |
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Modification:

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| ESL: | Special Education: |
| Working with a partner  Guided material  Spanish/ English Dictionaries  Subtitles on video  Translated work | Students with IEP and 504 pans will receive accommodations per their individual needs.  Highlighting, different colors, dictionaries, extended time, etc  Lessons will be modified to fit academic, and Pre-AP Students |

Homework: